

Assessment Summary and Recommendations Form

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Student Name: Adam

Date: March 30, 2014

Age: 12

Assessed by: Outstanding Grad Student

SETT Framework

The SETT Framework is a tool to help teams create Student-centered, Environmentally useful, and Task-focused Tool systems that allow students with disabilities achieve success. This idea is built on the premise that in order to find the correct tool for a student, teams must first understand the student, their environment, and their tasks or IEP goals they are trying to master. The following assessment is based of the SETT Framework.

Student

Adam is a 12 -year -old male with a diagnosis of Autism. He is nonverbal and is able to communicate his wants, needs and opinions through the use of his augmentative alternative communication (AAC) device. Adam shows some aggressions toward staff when he is in a state of stress. He requires a comfortable seat because of his low tone and will occasionally wear headphones due to sensitivity to sound. In addition, the classroom needs to have a limited amount of distractions in order to keep his attention on his academics.

Environment

- Adam sits at a U-shaped table with two other students. He sits the furthest to the right of the table. Adam completes most of his individual work at this table. There are little distractions in the students' immediate workspace to allow him to concentrate on his academic tasks. Adam also wears noise-cancelling headphones for most of the day.
- When the data was being captured most of his environment stayed consistent. He did wear the headphones every time the data was being taken. This was always Adam's choice.

Target Skill/Task

- Adams IEP goal consists of completing simple sentences with at least 80% accuracy and 80% independence.

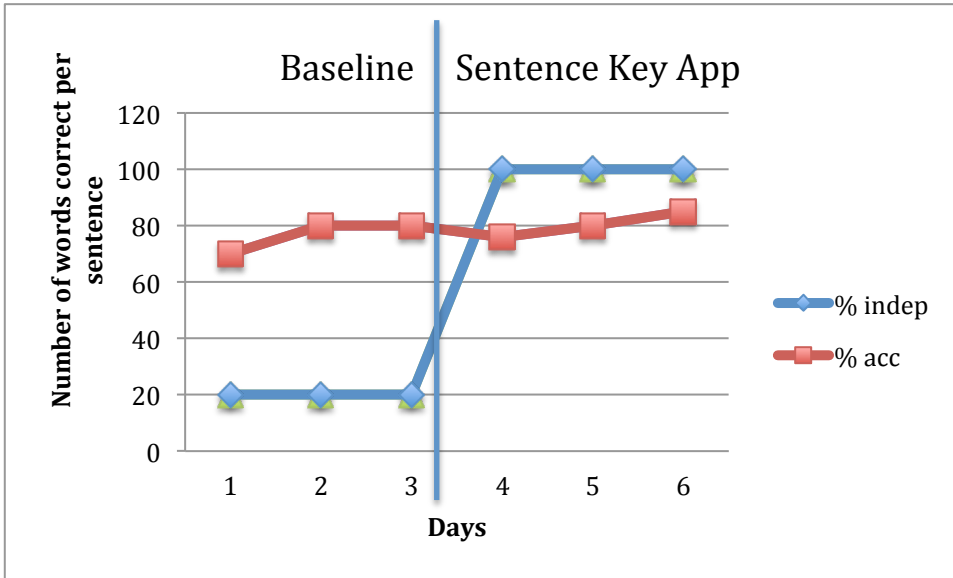
Primary Evidence and Date

- Adam previously was trying to create sentences using index cards with various nouns and verbs. He would place the cards in any order without reading the cards. Adam seemed to have little interest in completing this activity. He was being verbally prompted almost through the entire session. Once the app, Sentence Key: WHO is DOing WHAT, was implemented the student started to show more interest in completing the task and was able to get his independence levels up to 100% and his accuracy increased by

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4%. Below is a graph to show the student before and after the use of the app.



Observations

- Adam appeared to be interested and the app maintained his attention.
- The iPad needs to be in a case that Adam cannot easily remove.
- Teacher should use Adam's token board during activity to help keep him motivated. Adam earns a token for a correct answer or showing appropriate behaviors.
- Adam will show aggressions toward staff when under stress. If he is beginning to show stress during the activities allow him to have a five-minute break before going on to the next question.

Recommendations

- Adam needs to practice slowing down to read his choices before pressing buttons. Try using a piece of clear acrylic and putting it over the iPad or mouse so he needs to read options before he can take any further action.
- Recommended devices:
 1. iPad with retina display: The iPad mini and iPad air are too small and fragile for students behaviors.
 2. MacBook Pro: Sturdy and similar features to an iPad so student will be familiar and more relaxed when using the tool.
- Recommended Software
 1. Vizzle: This software has game activities and matching activities for sentence building. This software also tracks students' progress for the teacher. This software has many

- other features that could benefit the student in other areas.
2. Clicker6: This software allows the teacher to create a variety of sentence building activities. This software has many other features that could benefit the student in other literacy areas.
- Recommended Apps:
 1. Sentence Key: WHO is DOing WHAT: This is the app that was described in the previous pages. Allows the student to create basic sentences. This layout is also very similar in appearance to Adam's AAC device.
 - The teacher in the classroom should make sure that the student is using these devices as academic and leisure choices. Adam considers the iPad as a leisure activity but also will attend to it very well in an academic setting. This gives him the freedom to experience his academic apps on his own time as well.
 - These apps and software programs should be shared with Adam's parents. Adam has an iPad and a computer at home. They should reinforce similar activities to keep the idea of these items not only being a leisure tool.

Professional Development

- Staff should attend a workshop on Vizzle and Clicker6. Both of these software programs are very robust and need to be understood by staff to fully benefit the student.

Recommended Apps and Software Information

Name	Price	Accessibility	Data Collection	More Info
<i>Sentence Key: WHO is DOing WHAT app</i>	\$3.99	Switch Access	Takes data on accuracy per word	Settings allow the teacher to adjust between 4 or 5 column options. Also allows the teacher to change the word set.
<i>Vizzle</i>	Need to request quote	Switch access in Vizzle version 4.4	Takes data and is immediately available	Teachers can create their own lessons for each student. Teachers can also search for premade activities.
<i>Clicker6</i>	\$360.00 for single computer license	Switch Access	No data collection but great for MCAS portfolios	Teachers can create a variety of activities for students. Premade Templates. Learninggrids.com allows the teacher to take premade Clicker activities.

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Report Completed By: Outstanding Grad Student

Date: March 30, 2014

Role: Assistive Technology Specialist